

Abstracts

Developing Transnational Writing Pedagogies through International Virtual Exchange Projects: Institutional and Classroom Perspectives

Olga Aksakalova, LaGuardia Community College, CUNY

This presentation will address the ways in which International Virtual Exchange (IVE), also known as Collaborative Online International Learning (COIL), pedagogies can facilitate a transnational dialogue that counters nationalist and isolationist dispositions and emphasizes instead transcultural dispositions of openness, empathy and willingness to “engage with diversity with tolerance and openness, and construct new identities and relationships” (Lee & Canagarajah 2018).

First, I will provide an institutional perspective on building the COIL program at LaGuardia Community College, a diverse, urban community college with over 50% of first-generation college students. I’ll give a brief overview of faculty projects that foster a transnational dialogue between LaGuardia students and students in Morocco, French Guiana, Russia, Nicaragua, Japan, and Dominica through synchronous and asynchronous forms of communication (written and verbal). I will explain how these projects meet the College’s vision of Global Learning, core competency that emphasizes communication across difference and ethical awareness of global issues. I will also provide a glimpse of how similar practices are flourishing across CUNY colleges and the CUNY-wide efforts to join forces, as evident in the CUNY COIL Colloquium held at LaGuardia in April 2019. Second, I will discuss two of my own COIL class projects for English 220: A Seminar in Teaching and Tutoring Writing and English 247: The Woman Writer: Her Vision and Her Art. The first collaboration with Dr. Ashley Squires, Writing Center Director at the New Economic School, Moscow, aimed to provide LaGuardia students with an understanding of writing centers as a global phenomenon; this disposition afforded a new perspective on the relationship between language and authority in writing center peer tutoring situations. The second project was a collaboration with Cristiane Bouzada, English instructor at Instituto Federal Fluminense, campus Itaperuna, in Rio de Janeiro, Brazil. Students engaged in writing and online meetings in which they discussed representations of gender and race in Clarice Lispector’s “The Smallest Woman in the World” in the contexts of their respective national and cultural environments.

An Analysis of Published Academic Work in a Local Iraqi Journal: A Transnational Perspective

Rajwan Alshareefy, Indiana University of Pennsylvania

The recent turn to a transnational perspective on writing education and scholarship (You, 2018) urges researcher to go beyond the national boundaries and to explore how various contexts experience, research, teach, and perceive writing (You, 2010). Studies that

explored these contexts (Arnold, 2014, 2018; Engelson, 2011; Donahue, 2009, etc.) emphasized that (L2) composition would benefit from an understanding of writing practices in various contexts. Responding to this trend, the current study aims to analyze a selection of studies (on composition and English language teaching) published in a local Iraqi academic journal between 2014-2018. The analysis explores the following: 1) what areas of English studies those research articles focus on? 2) How the educational policies and the political climate might have influenced researchers' academic writing practices (including research methodology and design, paper organization and formatting, rhetorical moves, etc.)? This local peer reviewed journal is dedicated to research in social sciences and publishes research in Arabic and English. The current study is significant in that it shades light on language learning and the composition landscape in Iraq being an under researched contexts that witnessed a wave of social and political instability and being under consistent influence of regional and international forces.

Multilingualism Beyond Walls: Undocumented Young Adults Subverting Writing Education

Sara P. Alvarez, Queens College, CUNY

As the rise of writing has gained momentum beyond the college contexts (Brandt, 2015), one of the main premises of writing education has focused on what writing can do for and with writers deemed as multilingual (Alvarez 2018). But, an increasingly xenophobic and anti-immigrant context in the U.S. (and the world), where multilingualism is a feature of forced and voluntary displacement of peoples (Gonzales, 2016; Luibhéid, 2013), demands a shift in perspective about the role of writing in education. This talk explores what college-age immigrants—at the margins—are doing to subvert, transform, and extend writing. I raise the following questions:

- How can we reimagine writing (and its goals) beyond the classroom setting and as a set of practices shaping and impacting life?
- How might we uptake a multilingual language ideology in writing that is more conscientious of how citizenship and immigration operates in and impacts people's dynamic literacies?

Drawing from a larger three-year ethnography study of the multilingual writing practices of twelve undocumented young adults, I focus on Jung, a South Korean immigrant student who consistently negotiates variations of English, French, Korean, and Spanish through his professional immigration advocacy work. Yet, through his nine years of U.S. schooling (including college), Jung has been categorized as an English Language Learner (ELL). Jung's lived experience as a multilingual immigrant writer is then not only marked by monolingual assumptions about writing and the exclusionary function of citizenship, but how he works to subvert these assumptions and forms of racialization.

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Nationalism / Orientalism / Resistance:

Syrian Student Writing in English and Arabic at the Turn of the Twentieth Century

Lisa R. Arnold, North Dakota State

Founded in 1866 by American Protestant missionaries, the primary language of instruction at Syrian Protestant College (SPC) in Beirut was originally Arabic but was changed to English in 1882, an event that both highlighted and perpetuated the fraught language and cross-cultural interactions at the college. Between 1899 and 1920, students at the college published more than 50 newspapers and magazines in Arabic, English, and French. Various strands of nationalist, orientalist, and resistant rhetoric emerge in these publications, strands that often are intertwined with the languages in which the publications were written. I analyze these competing strands in the student writing at SPC in relation to the languages of publication to provide some insight into the conflicting cultural, political, and linguistic ideologies at work at the turn of the twentieth century at the second (and longest-running) American-style institution of higher education outside of the United States. Analysis of these publications is instructive in that it complicates our understanding of the history of writing instruction by presenting a view of this history that is neither Americentric nor monolingual. Additionally, this analysis helps illustrate the many complications inherent to the proliferation of American-style literacy education around the world. Ultimately, I hope to provide some historical context about the ways in which American-style literacy education outside of the U.S. interacts with local culture, politics, and language – this is a context that demands attention as we teach writing in an era of xenophobic nationalism in and outside of the U.S.

Engaging the Meso-Politics of Transnational Writing Research

Nancy Bou Ayash, University of Washington

This project takes movement across communities, “nations and cultures, spaces and places, ...and autonomous named languages” as the norm for studying the teaching and learning of university-level writing both nationally and internationally (Hawkins and Mori; You; Fraiberg, Wang and, You; Martins; Lorimer Leonard, Vieira, and Young). From this perspective, I attend to one of the salient features of such transnational literate movement, that of productive “friction”, “the awkward, unequal, unstable, and creative qualities of interconnection across difference” (Tsing). As a U.S.-based writing teacher-scholar, I reflect on the possibilities and challenges of creating and maintaining ongoing partnerships and collaborations with writing teachers in Beirut, Lebanon. In doing so, I unpack the complex

meso-politics of working across and through various historical and ideological forces, epistemological traditions, institutional arrangements, programmatic infrastructures, and complex (even simultaneous) cultural and linguistic translations. Setting the stage for a concrete illustration of the possibilities of friction in transnational writing research, I begin by briefly describing the research design, goals, and findings. Taking the hopeful promise of transnationality in challenging and transforming dominant structures and understandings in writing education and research as a point of departure, I conclude by outlining the specific insights gained from these transnational encounters and collaborations, and I argue that similar ongoing critical reflections on the enactments of multiple and contradictory ideologies and identities as writing teacher-scholars continue to occupy liminal transnational social fields are necessary for cultivating a transnational positioning among writing researchers, collaborators, and participants alike.

“They Kind of Make me Hate Writing”: Disciplinary Faculty Mediation of Linguistically-diverse College Students’ Writing

Julie Baer, Boston University

Writing is a critical proficiency for building cross-disciplinary knowledge. However, many linguistically-diverse college (LDC) students have been academically underprepared for college writing, a factor contributing to a higher attrition rates relative to monolingual students. Framed by activity theory, this study investigated academic writing development among ten multilingual undergraduate students at an urban public university. Participants were asked to discuss their experiences developing writing assignments in such disciplinary courses as Classics, Asian American Studies, Psychology, Anthropology, Philosophy, Biology, Sociology, History, Indian Cinema, and Italian Literature. Participants predominantly attributed their writing development--both successes and struggles--to faculty-related mediators. Specifically, they expressed the need for more personal connection, developmental disciplinary writing instruction, clear assignment expectations, formative feedback, and culturally- and linguistically-inclusive teaching from their content faculty. Positive faculty mediation was shown to have the power to compensate for sociocultural disadvantages LDC students may have experienced. Simultaneously, negative faculty interaction can undermine and even negate existing advantages LDC students may possess. Most alarmingly, negative faculty interaction can exacerbate existing disadvantages, and, thus, may be seen as predictors of LDC students’ negative writing and overall academic outcomes. It is therefore imperative that institutions prepare disciplinary faculty to provide academic writing support that is attuned to LDC students’ needs; otherwise, LDC students’ path to gaining disciplinary knowledge, performing academically in their majors, and, thus, advancing in their fields and careers will be impeded.

The Writing on the Wall: Limits of Identity Politics and Diversity Rhetoric

Suresh Canagarajah, Penn State

Identity politics was a much needed intervention in composition studies to make spaces for diverse voices and rhetorical traditions in writing. However, some scholars wonder if it has ironically led to the discourses of nationalism and isolationism becoming more dominant around the world today. Identity politics is based on a politics of injury, recognition, and rights. Social groups which were historically marginalized sought recognition for their rights and representation. However, the discourses informing this politics can lead to a politics of resentment. While the injured community has a right to be indignant against historic injustices and demand greater visibility in civic and expressive life, this seems to also breed resentment in majority communities. In an ironic twist, the latter begin to adopt a politics of injury, representation, and rights themselves to protect their own interests. Hence xenophobia.

In this talk, I develop another politics that must complement identity claims. Geographer Ash Amin (2012) calls this “the politics of the stranger.” What he means by this is reconstructing social spaces where co-existence is possible among strangers for new configurations of community. This politics is based on different premises. While identity politics is influenced by liberal discourses of community autonomy and individual rights, based on their ability for self-determination, Amin’s politics focuses on co-dependence, relationality, redistribution, and ethics. Rather than treating community or individuals as the starting point for defining rights, it focuses on space—or places where diverse communities meet for civic engagement. I will discuss how this spatial politics leads to making a place for everyone based on a relational ethics that looks beyond self-sufficiency and self-interest to co-existing with other people, other beings, and the environment. I will illustrate from my publishing trajectory where my early attempts for voice based on diversity rhetoric led to some push back from mainstream scholars and unexpected drawbacks. I will also illustrate how diverse communities are constructing shared social spaces with expressive resources when governments build walls of exclusion.

Beyond the Firewall: Learning from the Narratives of Online Immigrant Writing Students

Kevin Eric DePew, Old Dominion University

The leading scholars in the sub-field of online writing instruction (OWI) have strongly advocated for access to be the primary principle that shapes how administrators and instructors design their curriculum and their practices (CCCC OWI Principles, 2013; GSOLE Principles, forthcoming). In addition to institutions deliberately designing avenues for success that acknowledge students’ challenges attributed to their physical, mental, and emotional identities and/or their financial limitations, OWI scholars recognize that these instructional spaces also need to be designed to accommodate linguistic and cultural diversity (Miller-Cochran, 2015). Understanding that not all online writing students—like face-to-face students—are homogeneous (Matsuda 2006), online writing instructors who apply these principles about access can make students’ diversity more visible—not as a way to point out students’ deficit according to standard expectations but to highlight the resources they bring to the classroom (Canagarajah, 2006). While this affirming visibility

might be desired, the United States political climate since 2016 has made any visibility undesirable to many immigrant students, especially those who choose online education to be invisible and to deliberately distance themselves from institutions. Using immigrant students' own stories collected through narrative inquiry (Clandinin & Connelly, 2000), the presenter will detail the strategies that they use to navigate online education. The presenter will conclude with pedagogical implications for working with these students and methodological challenges of learning about their online experiences.

The Question of “Code” in Linguistics, Languages, and Writing Studies

Christiane Donahue, Dartmouth and U. of Lille

One way to nourish the conversation between second language(s) writing and writing studies might be via the complex question of “code” and language. This term has rarely been taken on head-on in recent work around codeswitching, codemeshing, or codemixing, even though it is the foundational component of these terms (and in writing studies more broadly, exceptions including Ann Berthoff). But the question is central to understanding the interplay between language and writing, the linguistic basis for language uses such as codeswitching, and is possible common ground between writing studies and second language writing, including all second languages work, not just “English” second language work.

This presentation will offer an in-depth look at different language models for “code” and how each model would inform differently our understanding of codeswitching, codemeshing, and many of the components of composing itself, in one (apparent) language or more. It will suggest that language scholarship can inform the way composing in multiple languages or across languages affects the nature of composing and constructing meaning. Finally, it will introduce ideas about how we might empirically analyze these practices, what linguistic units of analysis might work best, and how this analysis can inform postsecondary writing education and educators.

From Equitable Access to Cosmopolitan Engagement: What U.S.-based Scholars Might Learn from Indonesian Scholars

Amber Engelson, Massachusetts College of Liberal Arts

Equitable access to academic resources mediates global writing practices (Lillis and Curry; Canagarajah) and thus the possibility for ethical cosmopolitan connection (You). Enacting the conviction that research in non-U.S. academic contexts can and should instruct U.S.-based pedagogies, this presenter will first draw from her ethnographic research in Indonesia to explore how writers at the Indonesian Consortium for Religious Studies curate and contribute to the open-access, multilingual database, Globethics.com. Through this engagement, they bring hard-to-access digital written resources to their Indonesian

academic communities, and share their own scholarly work with global audiences interested in promoting inter-religious harmony and social justice.

To bridge this Indonesian context and her U.S.-based pedagogy, the presenter will then share curriculum she developed that is inspired by the work being done at this Indonesian research context. This curriculum involves opening up the research conversation to include both Western and non-Western voices, in English and other languages, and, just as importantly, encouraging students— whether domestic, international, multilingual, or monolingual— to re-imagine their research as capable of serving multiple publics, whether local or global, academic or civic. Helping U.S.-based students reimagine the Burkean parlor in relation to material and linguistic access, this presenter contends, can help foster more equitable cosmopolitan connection by raising up a generation of scholars who, like the presenter's Indonesian colleagues, view social justice and listening across difference as central to their academic endeavors.

Using Writing Activities to Foster Open-Minded and Cosmopolitan Attitudes

Islam M. Farag, Indiana University of Pennsylvania

Living in an isolationist era has different consequences on both native and non-native speakers. It became harder for international students to feel secure and safe in the US and harder to be admitted to US schools. The impact of isolationist policies can be seen in American's attitudes towards international and global world. It becomes clear that the enrollment in classes that welcome diversity and shows different perspective to the world such as language classes (e.g., Arabic, Chinese, Spanish) and global studies decrease. There is a trend between some American students not to be open to the world and isolate themselves. As a result, this presentation proposes different writing activities that help Americans be open to the other world and resist the isolationistic attitudes:

1. An International Movie Review

Students are required to watch an international movie and write a reflection on it.

2. Partnering with an international student

Students are required to make a partnership with one or two international students and then write several reflections based on guided questions and rubric

3. A reflection on an International Book

Students are required to choose an international book and write a summary and review about it. There is a guided rubric for grading and selection. These are some of the activities that may help American students see the beauty of the others.

Friction in the Translingual Classroom: Leveraging Unequal Encounters across Difference through Translation Activities

Steven Fraiberg, Michigan State

Over the past decade in composition studies there has been a shift towards a translingual approach (Canagarajah, 2013; Horner et al., 2011) to teaching and research. This is a shift from deficit models and towards asset-based approaches in which students' home languages and literacies are seen as assets for teaching and learning. Despite this move, less attention has been given to enacting these practices in the classroom. Even more limited attention has been given to the question of how to leverage students' multimodal and spatial repertoires. Moving towards a more holistic and material approach, the following presentation draws on a study of a first-year writing course comprised of a range of domestic and international students. Drawing on an array of data collection methods, including recordings of classroom interactions, elicited interviews, field notes, and rhetorical analyses of student texts, the study focuses on what happens when students are asked to translate their home languages and literacies from home to host cultures. Conceptualized as a process involving friction or unequal encounters across difference, the study identifies how a focus on these processes (Gonzales, 2017) helped students attune (Leonard, 2014) to the rhetorical nature of language and develop a translingual disposition (Lee & Jenks) in which actors learn to view the world through the lens of home and host cultures. Theoretically, the paper draws on spatial theorists to argue for an extension of translation as a concept relevant to all the semiotic modes, including images, gesture, text, talk, and objects.

The Semantic Borders of White Nationalism

Keith Gilyard, Penn State

White nationalism has become paramount among the myriad signs and symbols that have to be deciphered by consumers of American political discourse. Of course, this population includes numerous students in writing classes along with their instructors. It is therefore fitting that we collectively clarify the term to take best advantage of certain teachable moments so as to promote the most fruitful deliberations---spoken and written---rather than foster what we see too much of on media broadcasts, that is, verbal firefights generating much heat but little light. Part of the problem is that people play, quite naturally, word games, often by creating false equivalents. Just as *people of color* is not an exact translation of *colored people*, *white nationalism* is not the opposite of *black nationalism*. Social contexts, as professional semanticists know, is part and parcel of definition.

In this presentation, I will indicate how productive talk about white nationalism might unfold. This involves exploring the term and its ramifications as well as examination of its semantic borders, for example, various rights and diversity arguments, racial and ethnic constructions, along with considerations of cosmopolitanism. The ultimate aim is to suggest how a progressive rhetoric about ethnic diversity might take shape.

Writing Across Difference Through a Multilingual Classroom Community Cookbook

Caleb Gonzalez, The Ohio State University

This paper reflects on how writing teachers and scholars might promote linguistic diversity, and narrative inclusivity through the encouragement of community open-mindedness and cosmopolitan attitudes. The discussion focuses on the value of multilingualism through food memory narratives and printed/oral/multimodal recipe archives when dialoguing across difference in the writing classroom. The paper is contextualized within a classroom of multilingual high school students who took a newly-designed six-week creative writing course during a summer high school-to-college bridge program at Colorado State University (CSU). Encouraged by our food-writing unit (a unit inspired by the overall food theme of the composition program at CSU), students extended their writing, research, and inquiry to further participate in food-memory narratives, printed/oral/multimodal recipe archives, multilingual writing, recipe exchanges, and oral presentations. The unit organically culminated in a google doc community classroom cookbook with student writing in four languages.

In addition to limitations and ideas for revision, the paper explores possible ways that the multilingual classroom community cookbook challenged students and the teacher to dialogue across difference, engage in cultural open-mindedness, further appreciate diverse literacies through food narratives, and articulate transferable writing, reading, and communication skills that can counter generalized pre-conceived notions of experience and identity. The paper ultimately examines how in a specific classroom context, a multilingual community cookbook worked toward writing across difference through cross-cultural dialogue and understanding.

Implement Translanguaging in Chinese EPT Context: A Potential Way for Transnational Faculty to Promote a More Open-minded Writing Education

Beilei Guo, University of Rochester

The People's Republic of China has implemented a series of English-language educational policies in the past decades to prepare students as "international competitor" and to build China's links with the global economy. The nation-state position reinforces English as a symbolic key for success and thus contributes to a consequentially burgeoning English education market. The shadow English education or English private tutoring (EPT) industry in China exists outside of the state-sponsored school system, serves supplementary choice for privileged families to mediate the teacher-centered official curriculum and seek for competitive competence in the overseas language training education market.

EPT, as an expansion of mainstream education, not only provides service for individual students who have study abroad plans but also a vast of employment opportunities for Western-trained TESOL teachers. Thus, it has the potential to become an experimental context for the implementation of more open-minded and cosmopolitan English writing pedagogy. However, according to Yung (2015), the EPT writing pedagogy in China still tend

to be teacher-centered, with an emphasis on examination techniques and negligence of the use of English in authentic communication contexts.

Translanguaging, according to the literature, understands the full range of linguistic repertoires of students, therefore empowers EFL learners to move upward in the stratified language hierarchies. Meanwhile, research suggests that translanguaging enables students to manifest their voice, construct identity and knowledge in an immersive English only environment. Therefore, this paper proposes the possibilities of creating a translanguaging space in Chinese EPT classrooms to help EFL learners who intend to study abroad prepare to succeed in the future cross-cultural language learning journey.

The Value of Limited Discomfort in International Educational Partnerships

Joleen Hanson, University of Wisconsin-Stout

This presentation will focus on the learning outcomes and practical challenges of instructor-initiated international educational collaborations through the Trans-Atlantic and Pacific Project (TAPP). Since 1999, TAPP has connected over 30 universities in 18 countries on four continents, linking writing classes to usability testing and translation studies classes in international, multilingual, multicultural, multimodal collaborative projects. Joining TAPP in fall 2016, I have conducted ten collaborations over six semesters working with colleagues and their students in Europe (France, Portugal, Belgium, Netherlands/Greenland, Serbia) and Asia (Thailand and People's Republic of China.) I have involved both undergraduate and graduate students in four different courses, including two offered online. Based on my TAPP experiences and the results of student surveys and written reflections, my presentation will suggest that achieving a sustainable level of discomfort for students, and also for the instructor, is beneficial. For U.S. participants, in particular, a comfortable collaboration conducted entirely in English that follows typical U.S. classroom norms will be less likely to challenge an English monolingual orientation or to deepen students' awareness of their own cultural perspectives. This presentation will describe the challenge of finding but not exceeding a productive level of discomfort. Guided by the interests of those who attend the presentation, I will also invite them to discuss practical challenges of participating in TAPP collaborations, such as the advantages and disadvantages of instructor-initiated collaborations, the crucial details that collaborators must establish at the beginning of a project, and specific tools for planning and assessing a TAPP collaboration.

Where are all the Arabs?: Organizing Arab/Arab American College Students

Tamara Issak, St. John's University

During periods of increased Islamophobic rhetoric, there are spikes in anti-Muslim violence. After 9/11 and after the "Ground Zero Mosque" national debate, there were increased rates of anti-Muslim violence. More recently, an increase in anti-Muslim violence

coincided with President Trump's announcement of the Muslim Ban. According to a California State University, San Bernardino study, "Hate crimes against American Muslims were up 78 percent over the course of 2015." This is the highest level since 2001. As President Trump made the case for the Muslim Ban and recycled myths about Muslims cheering on 9/11, his rhetoric validated the xenophobic sentiments of those who wished to evict Muslims from the United States.

Muslim and/or Arab students on our campuses are afraid for their lives and for their families' lives here and abroad. In their college classes, they are often asked to speak for their communities, explain who they are, where they come from, and what they believe at an age when they are just beginning to explore their own identities. As a Muslim woman in hijab, I encounter these students daily. This year, in my role as a Faculty-in-Residence with Writing Across Communities, I worked collaboratively with a group of Arab students to lay the groundwork for an Arab Students Association on campus. This included creating promotional materials, organizing multiple events on campus, and composing a constitution, mission statement, and bylaws for the organization.

In the past, there were multiple failed attempts to start such an organization; students were discouraged by the number of institutional roadblocks and vast bureaucracy. Therefore, because there was a need and desire expressed by students, I was asked to step in as an advisor, and, in my role working with Writing Across Communities, I was able to support students in the writing process and provide funding for their events. In the process, I learned about the struggles they face trying to be true to their own values while also dealing with the day-to-day challenges of being Arab and Muslim in America. In this presentation, I will share interviews I conducted with students along with observation notes in order to discuss the importance of engaging with Arab and Muslim students on campus and using our training and skills as writing teachers for institutional change.

Resistance Through Narrative: Examining Filipino Student Writing in the American Colonial Classroom

Florianne Jimenez, UMass Amherest

In the humanities, much has been said about the role of writing and English in the establishment of colonial powers such as the U.S., France, and Great Britain. However, the perspectives of students who went through these educational systems have often been erased or spoken for. Without these voices, our understandings of colonial power remain centered on the voices of the colonizer, and fail to account for those who are subjugated. My paper, a chapter from my larger dissertation project, thus aims to complicate postcolonial subjectivity and agency by doing a qualitative analysis of about 900 pages of Filipino student writers' compositions from the early 20th century. These student writers were witness to the Philippines' transition from Spanish to American colonial rule in the late 19th and early 20th century, and thus offer intimate accounts of colonization. Being speakers and writers of Tagalog, Spanish, English, and possibly other Filipino languages,

these students were also multilingual writers who were negotiating multiple languages, communicative norms, genres, and discourses.

My paper will present an analysis of students' orations and compositions that address Spanish and American colonization. While these students never directly refer to colonization, they use various strategies -- metaphor, personification, etc. -- to describe it. Using critical discourse analysis, I will analyze these compositions in order to understand how students used their writing to write back to colonization.

"Haewaepa" as Heuristic: English Competence and Neoliberalism in South Korea

Jay Jordan, University of Utah

The Republic of Korea (South Korea) has invested extensively at national and familial levels in English language learning. While English has circulated in Korea since the late 19th century, South Korea's rapid urbanization, economic expansion, and desire to exert influence in globalizing economies since the 1970s has intensified the country's language learning focus. While that intensity is apparent in classroom education at primary through tertiary levels, it may be even more pronounced in the industry of translation, which is subject to assessment and evaluation pressures at least as high as those in education. Indeed, many translators have faced a pressure they did not expect when they entered the profession. Where English translation in Korea has historically relied on domestic English-language education, elite translators have tended to experience immersion outside Korea in English-dominant countries. Such haewaepa have cultivated less schooled but more apparently "natural" English expression than their domestically educated guknaepa peers (Cho, 2015; 2017).

This presentation analyzes the conflict between haewaepas' elite status on one hand and South Korea's ambivalent embrace of English-language education on the other. While English competence is highly prized, educational policies and more tacit social phenomena suggest some reticent, if not xenophobic, reactions to the perceived cultural associations between English language and US cultural exports. The presentation will also briefly report on the case of one high-proficiency student at the branch campus of a US university operating in South Korea who references his own ambiguous status as a Korean national who has significantly more international education than his peers.

Negotiating Academic Literacies Across Translocal Contexts

Madhav P Kafle, Penn State

This longitudinal multiple-case study explores discursive, interactional, and material academic literacy challenges across the curriculum of three Bhutanese refugee students and their major negotiation strategies from the perspective of mobility. Building on recent mobility perspective in literacy studies (Blommaert & Horner, 2017; Duff, 2015; Nordquist,

2017; Stroud & Prinsloo, 2015), my study addresses two major research questions: a. what academic literacy challenges refugee students experience in transnational contexts? and b. how they negotiate such literacy challenges in mobility? Initiated as a teacher research based study in an undergraduate ESL writing class, I observed the participants in 11 different general education courses, and various out-of-class settings such as Learning Centers, dorms and off-campus apartments. I conducted eight semi-annual in-depth interviews with each participant and collected relevant course artifacts, participant writings across the curriculum, and numerous informal chats during their undergraduate years.

Qualitative analysis of data (Bazeley, 2013) showed that these refugee students initially struggled with various academic literacy events, including comprehending lectures, course readings, and assessments, and class participation. However, their multilingual repertoires, which they regularly undermined for academic performances, played a key role in successfully negotiating literacy challenges as did their translocal networks. Similarly, their network capital as well as the affordances provided by the academic institutions was vital in their negotiation. Helpful student negotiation strategies as well as institutional affordances will be discussed so that we can develop academic support applicable to a wide range of students in our increasingly diverse classrooms.

Engaging Writing Students in The #MeToo Movement and the Fight for Ethnic Studies

Vani Kannan, Lehman College, CUNY

This presentation focuses on an event held by students in an upper-division Writing and Social Issues class during the fall of 2018. Drawing on research in intersectionality, transnational feminism, and social movements (Crenshaw; Hill Collins; Mohanty; Alexander and Mohanty; Wanzer Serrano; Chavez), I discuss the transnational nexus of the #MeToo movement and the fight for ethnic studies, focusing on the material connections between these two movements. In our classroom, the two movements converged when students planned a screening of the film *Precious Knowledge*, which details the fight for ethnic studies in Tucson, AZ, but then learned that the director of the film had sexually assaulted one of the student actors. In their efforts to be accountable to the struggle for ethnic studies, and desire to bring a conversation about ethnic studies to our campus, students ended up struggling through the question of what it means to also be accountable to the #MeToo movement, and to respect the survivor's wishes. The students' decision, and process of getting there, offer one model of survivor accountability. This presentation dwells in the tense terrain of what it means to be materially accountable to transnational social movements in writing classrooms.

The Cosmopolitan Composition of Writing about Writing

Jamila Kareem, University of Central Florida

Teaching composition at the second highest populated research university that is also an HSI means that my campus and more specifically my classroom is a cosmopolitan space. Writing about writing pedagogy has many affordances for such a context, because part of its goal is to investigate perceptions and conceptions of writing, rhetoric, and literacy in the world as well as in the lives of our students. When used broadly, the curriculum invites cosmopolitan attitudes from students and teachers. However, the emphasis on Western literacies also poses limitations in this transnational, multilingual, cross-racial space. This presentation offers sample lesson plans and assignment sequences to discuss the successes and pitfalls of how I apply writing about writing pedagogy centered on language diversity in this cosmopolitan composition space. Attendees should leave with more in-depth knowledge about how these curricular and pedagogical approaches resist isolationist attitudes in our teaching of composition.

Constructing a Regional Narrative, Resisting the Colonial Narrative

Ana Cortes Lagos, Syracuse University

During the last two decades, Latin American writing studies have consolidated as a tradition. The current is a critical moment in its attempt to articulate a self-awareness, a history, and a presence in an international scholarly arena already occupied by long-standing traditions that claim the center (Canagarajah, 2002). Previous research describes key moments and events that define this tradition as such (Tapia-Ladino et al., 2016; Navarro, 2017), and the citation networks and circulation trends that configure its theoretical identity (Ávila, 2017). However, there has not yet been a discussion of the canonic texts that define the regional understanding of what writing studies are, perhaps, because the scholarly field perceives itself as emergent or in process of becoming (Ávila, 2017).

I propose to analyze course syllabi to describe the emergent pedagogical canon (Gallagher, 2001) that is being communicated in writing studies classrooms in Argentina, Brazil, Chile, Colombia, Uruguay, and others. In line with previous studies, my initial findings suggest that this an eclectic and international tradition, with a strong presence of English-language scholarship. What I see happening in my tradition is an active, opportunistic and strategic appropriation of non-Latin American elements through a Latin American lense, in a gesture that challenges both isolationism and colonization. Thus, attending to the ways in which this regional narrative grapples with the construction of its disciplinary identity can offer some guides into some challenges and strategies for working across and beyond national borders.

Learning from Multilingual Stories: Sustaining Students' Translingual practices through an Ethnographic Project

Eunjeong Lee, Queens College, CUNY

Recent discussions on translingualism have highlighted dispositional aspects as a particular orientation to language and literacy. In doing so, the research has emphasized the pedagogical enactment of translingual dispositions, including ways to foster and promote such habits of mind among students and teacher candidates (Kiernan, Meire, & Wang, 2016; J. Lee & Jenks, 2016; E. Lee & Canagarajah, forthcoming; You, 2016). Foregrounding the critical awareness and openness towards language difference remains a crucial task for writing instruction, particularly considering still dominant monolingual expectations and the discriminatory sociopolitical climate for people of color. Extending the efforts to promote students' sensitivity to plurality and fluidity in language and rhetorical practices, this talk discusses a mini-ethnography project where students investigated multilingual community members' attitudes and values towards language and literacies as well as rhetorical strategies in navigating multiple languages and literacies. Through analysis on students' writings and reflections, I examine opportunities and experiences that this project has created for students in seeing the value of translingual dispositions as well as sustaining their translingual practices. I conclude by calling for ways to materialize such dispositions and sustain them in writing instruction and administration.

Feeling “Whole-some”: How Writing Across Borders Can Mend Literate Separation

Rebecca Lorimer Leonard, University of Massachusetts Amherst

This presentation describes the impact of a community literacy partnership on multilingual writers' critical language awareness (Fairclough). The presentation first describes the community partnership, a year-long engagement between two undergraduate literacy studies courses and a community language school serving immigrants, refugees, and international students. During the partnership, community and student writers collaborated on several writing projects, such as interview-based family literate histories, analyses of literacy concepts in contemporary immigration debates in several national contexts, and a curriculum for learning how to drive in the U.S.

The presentation then shows how these transnational and translingual writing activities led students to become newly, and critically, aware of multilingual literacy as a particular kind of social phenomenon. Drawing on qualitative analysis of data collected over the year (students' reflective and analytic writing; semi-structured initial and follow-up interviews; observations of community school classes), the presentation details the lived experience of the partnership from the point of view of one undergraduate writer, who draws on her immigrant parents' literacy memories as she helps design the community driving curriculum. Data show how she came to feel, in her words, “whole-some”—not well-behaved or moral, but whole—experiencing a mending of a literate identity that had become fragmented. Ultimately, the presentation suggests that such writing activities shape writers' critical language awareness in ways that help them reassemble literate selves that, in an era of isolationism, political and educational institutions actively seek to separate.

Transcending Writing Boundaries – Examinations of a Transnational Writing Project

Xinqiang Li, Michigan State University

The process of transnational writing often includes recognizing, negotiating, deconstructing and transcending boundaries, and ultimately cultivating cosmopolitan participants in writing (You, 2018). In accordance with this discussion, this study analyzes a technology-mediated transnational writing project conducted between an American university and a Hong Kong university for a better understanding of English writing in a global context.

This project asked students from each school to exchange their English readings first, and then conduct a series of follow-up responses, discussions and reflections. Through detailed analysis of these responses and reflections the researchers found the (bilingual) HK students' English writing appeared to be multifaceted, enabled and constrained by the following factors: They discussed and tended to be influenced by their native rhetorical traditions. Correspondingly, these traditions also influenced their recognition and understanding of English writing. On the other hand, ESL language proficiency still proved to be a big concern in writing. In this project they also tried to enact translingual and multimodal practices. All these bilingual perspectives have created a space for the students to compare traditions and negotiate meanings.

On the other hand, the monolingual (American) students, though their English standards often being disrupted by the transnational communication, still found their understanding of English writing enriched by discussing on different writing traditions. All of these have significant implications for teaching/learning English writing in a global context.

Stewardship and Civic Engagement: A Force for Social Change

Gerardina L. Martin, West Chester University

In this writing emphasis course, students perform service-learning activities and write a grant proposal for a local non-profit organization. The course develops students' understanding of the essential value of volunteerism as a measure of success, the role of the economy and government as servants of society, and risk-taking. Students also learn about inventing innovative opportunities, finding and building sustainable coalitions, and securing resources for change. Students become forces for positive change, while developing their persuasive skills, quantitative reasoning, and logistical analysis of a project for current non-profit partners.

Community partners collaborate with small groups of students to determine social needs, potential budget sources, a plan of action, and assessment strategies to make a positive impact on a local population. Students must complete individual literature reviews to help support the need statement. The results of this multi-year course have included funding for

local non-profit organizations, a partnership with a local community foundation, and enhanced writing skills of students. Students have helped create projects for neighbors in need, such as who are homeless or in danger of becoming homeless, who have food insecurity, or who speak English as their second language. The culminating projects include a grant proposal and presentation to potential funders.

“English 100% of the Time”: Chinese Graduate Students and Linguistic Discrimination in the Corporate-Nationalist University

Thomas McNamara, Lewis University

In this presentation, I offer a case study of a January 2019 incident at Duke University when biostatistics faculty member and graduate studies coordinator Megan Neely in an email encouraged Chinese graduate students to “commit to using English 100% of the time.” Neely wrote the email after department faculty approached her wanting to know the identities of graduate students they’d overheard “not speaking in English” in department breakrooms, indicating that they may withhold internship opportunities and letters of recommendation from these students. The email attracted national media attention, ultimately leading Neely to resign as graduate studies coordinator. Drawing on interview data with Chinese international students enrolled in Duke’s biostatistics graduate program, this presentation will address the following: What does this incident—where a faculty member was widely criticized for linguistic discrimination and subsequently resigned—reveal about universities’ tacit language policies as higher education has become a global commodity with international stakeholders in the wake of domestic disinvestment (see Altbach 2007, Folbre 2010)? What might WAC, first-year writing, and writing centers learn from the activism of these Chinese graduate students, who so publicly exposed racist language ideologies at their institution? By addressing these questions, I consider the limits to composition’s current models of language rights activism (e.g. Bruch and Marback 2002, Horner et. al. 2011, Wible 2013) as we navigate corporate-backed campus internationalization and the rightward swing of US politics.

Lessons (not) Learned from Nationalistic Language Policies in Sri Lanka

Libby Miles, University of Vermont

This presentation brings Sri Lanka’s 20th century history into the conversation for those who don’t know it, suggesting its links to the current tragedies, and offering a cautionary tale from my attempts to teach U.S. students abroad in Sri Lanka.

Mid-century politicians had sought to promote a post-colonial Sri Lankan identity hewing only to the Sinhalese majority. Sinhala language-only legislation followed in 1956, rendering Tamil-speaking citizens literally without an official voice or entry to education; this had disastrous and far-reaching results, including a 30-year civil war with massive loss of life and a devastating legacy of human rights violations.

In this highly contested space, English functioned as both the language of the colonizer, and also as a neutral zone neither Sinhalese nor Tamil. Although Tamil was added as an official language at the war's end in 2009, the 1956 language legislation contributed to an environment of distrust towards communities who, in the words of my Sri Lankan participants, "take care of their own." In turn, this has created a contemporary breeding ground for Islamophobia, both casual and overt. I (and others) argue that the recent attacks are byproducts of the material consequences of Sri Lanka's nationalistic language policy. As an educator, I sought expose undergraduate students to, and help them grapple with, the many contradictions they would find on the ground in Sri Lanka. This presentation concludes with two brief cautionary tales from my recent short-term travel study course.

Writing Against the Border: Immigration Advocacy and Cosmopolitan Rhetoric

Layli Maria Miron, Penn State

As writing educators grapple with xenophobia, we can learn much by looking beyond academia to find models of advocacy. I present one such model, an activist event employing writing to unsettle divisions between migrants and natives. The cosmopolitan rhetoric such activism promotes could be channeled into our work with students.

In a town straddling Arizona and Mexico, a Bi-National Posada is held every year. Posadas are a Mexican tradition of Christmastime re-enactments of Mary and Joseph's search for shelter in Bethlehem—but the binational version hosted by Catholic organizations updates the tradition by using Biblical stories to comment on the current treatment of undocumented immigrants. The organizers compose a Spanish-language script for skits and songs so the participants can follow along with the performances during a walk along the border wall. I consider the potential takeaways from this case study for higher education, as the Posada exemplifies attentiveness to local traditions and language, creativity in applying religious belief to social justice, and mobility in fusing writing with communal movement.

At the Bi-National Posada, I witnessed more than a compelling model for advocacy; I also found a reason to hope for immigration justice. I observed a community dedicated to hospitality, in contrast to the nativist rhetoric that dominates politics. I conclude my presentation by contemplating the emotional value of spotlighting examples of cosmopolitan rhetoric like the Bi-National Posada, which recoup hope in the potential of writing to loosen the hold of xenophobia.

Tumbleweed: A Poetic-Narrative Autoethnography on Transnational Identity

Oksana Moroz, Indiana University of Pennsylvania

A transnational approach to investigating one's identity construction has been explored by Canagarajah (2013) and You (2016, 2018). In its turn, transnationalism broadly refers to multiple ties and interactions linking people or institutions across the borders of nation-states (Vertovec, 1999). Furthermore, De Fina and Perrino (2013) note that transnational individuals experience the "in-betweenness" feeling, being physically or virtually "here" and "there." To dwell further on the identity as a pedagogy concept, Motha, Jain, and Teclé (2012) cite Varghese (2004) that says that pedagogical implication of teachers' identities is not promoted in teacher education programs. According to Motha, Jain and Teclé (2012) "understandings of how social identities and life histories form the foundation of teaching identities and beliefs, and therefore practice" is one of the major tasks of the teacher. Consequently, reflecting on personal experiences of navigating various spaces and ecologies, this presentation looks at one's identity construction through the prism of transcultural and cosmopolitan concepts around the perception of "home" for a female transnational scholar. The presentation views identity as embedded in diverse sociocultural contexts of Ukraine and the United States. As a methodological approach, this presentation employs art-based creative inquiry into investigating the intersection between "home" and transnational identity construction through poetic auto-ethnographical writing (Hanauer, 2012). With metaphors of movement and flow, the poetic excerpts used in the presentation serve as frames to understand new realities of transnational lives.

Materializing the Transnational in Graduate Education

Brice Nordquist, Syracuse University

Over the course of the past decade, scholarship engaging transnational writing has proliferated in the field of rhetoric and composition. Still, as Donahue suggests, this global orientation means, more often than not, an engagement with how "cultural, ideological, or political encounters" have transformed the teaching and learning of writing in U.S. classrooms and curricula, primarily from the perspective of national academic traditions (Donahue, 2009, p. 213). From this perspective, transnationalism is often conflated with internationalization, as complex circulations and networks of exchange are reduced to movements across national borders, and most often unidirectional flows from centers to margins (Canagarajah, 2002).

Parsing out tensions among ways of conceptualizing the transnational requires attending to how these orientations materialize in graduate programs and curricula. As mechanisms for reimagining and retraining the discipline, graduate programs are uniquely positioned to encourage the translation of theory and research into pedagogic and administrative practice across diverse institutions and programs. However, we have very little data on the ways in which graduate programs conceptualize and implement transnational theory and research. In response to this need, this presentation attends to the ways in which desires and decisions to transnationalize graduate programs shape curricular designs, recruitment of graduate students, mentorship and collaboration. Through a review and analysis of survey data and interviews with graduate directors across writing, rhetoric and

composition programs, I explore the sometimes converging, potentially conflicting, ideologies, projects and desires that drive the activity of programs and administrators seeking to move beyond national orientations in graduate education.

Graduate Teacher Scholars' Understandings of Translingual Pedagogy

Havva Zorluel Ozer, Indiana University of Pennsylvania

There is a growing body of research on translingual practices from a pedagogical perspective. Previous research illustrates the enactment of translingual pedagogy in writing classrooms and contributes a great deal to moving translingual pedagogy from theory to practice. However, due to the shortage of studies that outline and assess translingual pedagogy, the composition community concurs that the pedagogy isn't yet fully developed and this leads to critical considerations about the implementation of the pedagogy. Of worth noting, little is known about teachers' thinking on the nature and purpose of the pedagogy. This study investigated graduate teacher-scholars' understandings of and approaches toward translingual pedagogy. Twelve doctoral students in Composition and Applied Linguistics program at a research-oriented public university in the Northeast United States were interviewed by semi-structured interview. The data generated from interviews were analyzed through thematic coding. All participants reported that they were introduced to translingual pedagogy during their doctoral coursework. A majority of participants associated translingual pedagogy with codemeshing. They also perceived translingual pedagogy as an approach that promotes negotiating meaning in the classroom, fosters students' language awareness, and encourages the use of multilingual/multicultural sources in teaching. Most of the participants indicated a willingness toward implementing translingual pedagogy in their teaching, whereas all of the participants had concerns with implementing it. Results from this study suggest that participants' overemphasis on codemeshing in translingual pedagogy calls attention to the clarification of the connection between two constructs. More research is required to outline the implications of translingual pedagogy for teaching writing.

Moving Beyond the Constraints of Traditional College-Prep Composition Instruction: Classroom as Cosmopolitan Community

Marina Palenyy, City College of New York, CUNY

If critical pedagogy, in a Freirean sense, is an approach to awaken the critical consciousness of students, then translingual approaches to writing may rightly be categorized as such (see Gilyard "The Rhetoric of Translingualism" 285). Nevertheless, situating translingualism as one of many approaches to critical pedagogy reminds us of the limitations that all emancipatory projects face. As Ellen Cushman clarifies, such projects "fall short of their social justice goals because they critique a content or place of practice without revealing and altering their own structuring tenets" (239). If a translingual pedagogy is to effectively

reach its emancipatory goals, Cushman argues, “it needs both to reveal the ideologies established in modernity’s colonial matrix of power and to generate pluriversal understandings, values, and practices (Mignolo *The Darker Side of Modernity*)” (239, emphasis in original). Thus, cultivating cosmopolitan attitudes, while perhaps a step forward, remains far from enough. And, yet, as three teachers working toward translanguaging approaches and facing a barrage of constraints, we continue to struggle to change dispositions much less adequately dismantle the practices and systems in which we participate. Thus, we in this panel examine the affordances, challenges, and limitations of working toward changing students’ dispositions and combating monolingualism in three distinct teaching contexts: a high school Regents Prep course, a college composition course, and a graduate course on translanguaging.

Panelist 1 interrogates the challenges of applying a translanguaging approach while teaching a 10th grade Regents Prep course. She asks: In a class that is designed to standardize, how might teachers implement a study of rhetoric and language that would open up space for inclusion? How might teachers revise assessment to acknowledge and award language differences? Since fighting for linguistic freedom is not a cause to quit the profession, she argues, teachers must strike a balance between idealism and the harsh policies of our English-Only era.

The Colonial Legacies of Psychometrics and the Potential of Cross-National/Cross-Disciplinary Collaborations for Fairness and Justice

Mya Poe, Northeastern

Arguably one of the most pervasive intellectual colonial exports from the U.S. has been psychometrics—the science of measuring the mind. Education scholars trained in the U.S.-based psychometric tradition have had enormous influence in the development and validation of language testing and writing assessment globally (Hamp-Lyons, 2014). While the effects of such an epistemological stance have long been debated in *Educational Measurement* (Messick, 1989; Kane, 2010), *Language Testing* (Kunin, 2004; Shohamy, 2011), and *Writing* (Moss, 1992), more recently U.S.-based Writing researchers have drawn on a wide array of approaches to critique this legacy. For example, disparate impact legal theory (Poe et al., 2016), critical theory (Inoue, 2017), and decolonial approaches (Harms, 2018) have been used to draw attention to the racist legacies of writing assessment and the ways that testing has been used to promote xenophobic immigration policies. What U.S.-based researchers have failed to do, however, thus far is to consider how international collaboration might further advance goals related to fairness in testing, especially for under-represented or marginalized populations. In this talk, I will discuss how Psychometrics has historically failed to address considerations of fairness and justice in social contexts and how newer research is challenging that legacy. I will go on to propose how cross-national collaborations that rely on expanded theoretical frameworks could advance fairness research and identify definitions of fairness that exist outside the Western episteme that might inform future ways we think about evaluation.

Assembly Line Americans: Labor and Language at the Ford Motors English School

Vincent Portillo, Syracuse University

In 1914, in Detroit, Michigan, Henry Ford founded the Ford English School (FES). The FES was Ford's response to a xenophobic ideology, which framed a culturally defined "disabled immigrant" (Dolmage) as a threat to the future of "American" identity. The FES was also a response to Ford's labor problem – how to Americanize immigrant workers to labor on its English Only factory floor. Through the FES, English became the vehicle for the transmission of middle-class values and beliefs, thereby readying the body, the mind, and the voice of the new Americanized worker. In this talk, I will focus on FES student letters written to Henry Ford. Because these letters were translated into English, they do not represent the diverse voices of the student, but rather the goal of the FES -- the dominance of English in a monolingual workspace. Through analysis, I will talk about how these translated letters silence the voice (Glenn) of the student as an example of the precarious conditions of representation marginalized groups experience in the archive (Stuckey). In short, this exploration of student letters will draw together issues of class, migration, and language into a productive model through which we cannot only understand the role of English in the historic formation of the Americanized working class, but also how those same forces are being deployed today to create a "new working class," largely in response to an ongoing concern with the "fitness" of recent immigrants and ethnic minorities.

Literacy Brokering for International Graduate Students: Examining Feedback and Uptake Activities in Case Studies of Writing for Publication

Shakil Rabbi, Bowie State

Scholars of writing have long recognized the role of literacy sponsorship for facilitating membership into communities and social institutions, especially in periods of social transformation and individual transition. This insight has been behind the "social turn" in composition. In the last two decades, "the social turn" has evolved into "the global turn" as writing studies recognized that the rhetorical situations of academic publications could no longer assume common grounds of nationality, language, or culture; what mattered was knowledge of scholarly conversations and articulation of disciplinary salience. Consequently, forms of sponsorship and mediation have responded to these critical recognitions and changes in academic norms by prioritizing interventions at the level of texts to address these concerns. Scholars of writing have conceptualized such activities as "literacy brokering." However, research on this topic has primarily been text-oriented ethnographies, and how literacy brokering function in context remains insufficiently documented. What is needed, therefore, are studies providing emic perspectives of them in practice, highlighting how they might enable membership into communities in our current era of reactionary isolationism, xenophobia, and institutionalism. This talk will document the strategies of feedback and uptake identified in the literacy brokering activities of international graduate students' writing for publication. Examining how these might foster

open-minded and cosmopolitan attitudes, I will conclude discussing how writing studies can engage in interdisciplinary conversations and activities to serve the nontraditional and international students and scholars lacking sufficient common ground with the academy.

Decentering Masculine Logics from the Ground-up: A Case Study of Teaching Writing and Rhetoric in the Borderland

Raymond Rosas, Penn State

Scholars in Writing and Rhetoric have noted the problematic schema through which power operates in the student /teacher relationship (Chávez and Griffin, 2012; Guerra, 2004). Liberation pedagogies, such as critical pedagogy, anti-racist pedagogy, etc., were once viewed as viable methods that not only allowed for more equitable student/teacher relations but also fostered student dispositions centered on equity and social justice. Beginning in the 1980s, however, poststructural feminism critiqued critical pedagogies for operating along the lines of phallogentric logics and assumptions (Luke and Gore, 1991). Carmen Luke and Jennifer Gore demonstrated how so called counterhegemonic pedagogies could in fact be a source of oppression for particular populations, especially for women. The present study adopts the poststructural feminist position on critical pedagogy as a frame for analyzing the classroom experiences of four English Language arts and First-year composition instructors. My study relies on qualitative data collected from direct interactions with participants in the form of semi-structured interviews. The research participants all identify as women and have experience working with marginalized students. I operationalize Jane Mills and Melanie Brook's (2011) Grounded Theory for data analysis and interpretation. Ultimately, by couching classroom praxis within the theoretical framework mentioned above, I hope to demonstrate the efficacy of feminist pedagogies for resisting isolationist and xenophobic education policies.

Interrogating Literal and Figurative Borders: Creating Agency Through Language and Writing

Carolyn Salazar, Tejan Waszak, Sheeba Varkey, St. John's University

The recent growth and spread of white supremacist and isolationist ideas is not a novel phenomenon but rather an outgrowth of white supremacy already present in American history and definitions of citizenship. This panel's three speakers will focus on creating agency through language and writing by thinking about isolationist mentality and borders both literally and figuratively. Sharing data from a qualitative study of students' experiences, Speaker 1 will propose how a translingual orientation in a global literature course can facilitate writing across borders. To foreground this argument, Speaker 1 will carry forward work by Horner, Canagarajah, Guerra and others to demonstrate why this could prove to be a crucial intervention for contemporary higher education. Speaker 2 will focus on key Jamaican women poets of the early 20th century who empower through language ownership by combatting residual colonial forces that prioritize British English.

These poets assert through their art that the language of Jamaicans is not lacking thus combatting oppressive forces that aim to devalue their identities. Speaker 3 will argue that the connection between whiteness and citizenship, and by extension, American identity and belonging, is distilled in compositions from individuals of color, particularly those in military service. By assembling an archive of compositions by military servicemen of color from WWII and Post-9/11, Speaker 3 will demonstrate how composition works in a space without agency, positioning writing education as an excavation rather than an instruction.

Situating Transnational Education: Networking Mobile Languages, Identities, and Writing

Cristina Sanchez-Martin, Indiana University of Pennsylvania

This presentation offers insights into transnational pedagogies across institutional settings in the world. More specifically, this presentation will report on a qualitative study about how emergent teacher-scholars conceptualize their understandings of writing, language, and identity from a transnational lens and the pedagogical implications that emerge from their experiences crossing borders, languages, types of writing, and disciplinary expectations. The participants in the study were students in the graduate course “Writing in transnational contexts” during the 2019 Spring semester at a public university in the Northeast of the U.S. The course was conceptualized to respond to You’s call “to imagine and actuate a social future” beyond administrative and pedagogical frameworks reminiscent of territorialized linguistic notions (2018, p. 2) and was divided into three main modules: language, identity, and writing. A transdisciplinary approach (Tardy, 2017; De Costa & Norton, 2018; Sanchez-Martin & Seloni, 2019) was employed throughout the semester and students were encouraged to cross disciplinary boundaries as they prepared to teach a variety of courses in different parts of the world.

Data come from various teaching artifacts (syllabi and assignments), the instructor’s teaching journal, students’ course work, including a personal commonplace book where they had to theorize class concepts around transnationalism, and audio-recorded interviews. The study has implications for a variety of educational settings such as language courses (English, Arabic) in “foreign language” contexts and writing pedagogies in U.S. universities, as well as for transnational teacher education.

Workshop: Perspectives in Writing: Open Modalities, Open Minds

Jessica Sands, Cornell University

Many language learning theories assert that writing from different perspectives increases a writer’s awareness of the other(s). We can see this progression in learning occur across university first year ELL student writing when they acquire and utilize more features of English texts. Additionally, university writing can unify domestic and international student writing. Changing structures and modalities structures can help students understand new perspectives.

We as writing instructors can enhance this expansion of perspective and ways of thinking in multiple ways including gender, socio-economic and educational viewpoints, as well as political and cultural divides through multi-modal assignments.

In this workshop, participants should bring a writing assignment from their course. We will transform the task into three new modalities. Each medium has a new audience, purpose, and perspective. By teaching our students to navigate new types of writing, students improve their understanding of the issue at hand. And the insights gained by changes in point of view foster open-minded and complex understanding of multiple perspectives.

Observing Students' Everyday Literacies Through a Translingual Lens

Julie Saturnus, Kent State University

This presentation aims to answer calls from Matsuda (2014) and Canagarajah and Dovchin (2019) to highlight the everyday literacies of multilingual writers. Blommaert and Horner (2017) describe that by viewing literacy in regards to its space, we can see how practices that move across languages are not in opposition to a monolingual standard. I use screen recordings, recorded conversations, classroom observations, and literacy portraits all demonstrate normal language use across various spaces and time and language. I will describe observational research of multilingual writers and speakers literacy practices to describe how tools, like dictionaries, are not neutral and are imbued with feelings and past histories. If writing teachers of multilingual students choose to leave the tools that students are using for translation as a black box, they are ignoring the holistic process of how multilingual students write papers. This presentation will detail observational data of multilingual writers and speakers in order to suggest practical classroom applications that transcend boundaries between languages and countries. Specifically, this presentation suggests that writing instructors may incorporate translingual lenses into the way they view their multilingual students' writing processes by asking their students to observe and record the tools and languages in their own writing processes. In addition, this presentation suggests how teachers may use screen recordings to gain further details on their students' writing processes.

East Meets West: Creating and Supporting Chinese-American Joint Degree Programs in an Era of Nationalism

Brooke Schreiber, Baruch College, CUNY
Brody Bluemel, Delaware State University

In an era of increasing nationalism, the continued enrollment of international students – particularly those from the Middle East and China – at American universities has been thrown into uncertainty. Many institutions across the U.S. and Canada have already established deep partnerships which could push back against such policies: “joint degree” programs, in which

students to complete their first two or three years of coursework at their home university, and finish their studies at American universities, earning degrees from both institutions. These programs are often founded from economic motives, part of a broader attempt to attract a new, upwardly mobile Chinese middle class that could replace revenue lost from federal funding (Fraiberg, Wang & You, 2017; Yang, 2016), and are often agreed upon quickly by administrators without input from faculty (Jordan & Jensen, 2017), reflecting the institution's eagerness to embrace a globalized identity (Tardy, 2015). However, if they are implemented ethically and effectively, these partnerships have deep potential to counteract nationalist and isolationist policies.

This presentation first provides a brief snapshot of the current state of Chinese-U.S. joint degree programs based on a survey of public-facing university websites, considering the globalized image the universities present, the range of program models, and the challenges that writing program administrators and instructors face in implementing programs that best serve these student populations. Then, drawing on data from interviews with administrators and faculty across the U.S., the presentation explores issues of assessment, placement, curriculum, cultural differences, and labor. The presentation considers the ethics around decisions such as how language proficiency is assessed across institutions, and the movement of required language and writing classes from the American institution to the partner institution - how such course movement changes curriculum, and how instructors (local or imported) will be hired, trained, and compensated. Ultimately, the presentation outlines a set of best practices for administrators and faculty to avoid potential practical and ethical pitfalls.

Reinventing the Student Experience

Monique I. Scoggin, Nova Southeastern University

In this presentation, I shall demonstrate how the perspectives offered by immigrants benefit all individuals in the classroom. Through their presence in the classroom and manipulation of language, immigrants provide U.S.-born students with multiple opportunities to accept and analyze ideas, paradigms, and luxuries that they may take for granted. In turn, U.S.-born students can afford to immigrant students the dreams and ideals that are instilled in the constructs of our nation.

Particularly in the composition classroom, as students develop and recognize their identities through the voice(s) in which they write, all students gain acceptance into the university and its academy; the geographical borders that previously separated them becoming obsolete. It is imperative that these voices continue to be present in the classroom to generate perspectives that haven't been conceived or considered. Further, accepting immigrants into our universities and classes allows the ideals of our nation and university to be (re)considered and (re)interpreted.

Un-scaling Nationalism: Learning from the Precarity and Transience of Work in Postsecondary Writing Education

Tony Scott, Syracuse University

Though not usually described in this way, writing programs in the U.S. have evolved to create stability and economies of scale in conditions of precarity. The various forms and genres that constitute writing programs—curricular descriptions, workshops, required pedagogical materials, placement assessments, etc.— serve as mechanisms for scaling curricular aims across murky domains and fluid workforces constituted largely by teaching assistants and faculty who work on fixed-term contracts. Though writing programs are designed to produce curricular regularity, the material work of higher education is enacted on global, neoliberal economic space/ time scales that create continual precarity and flux. In short, in this time of increasing isolationism, nationalism and economic austerity, the promotion of curricula that foster open-minded and cosmopolitan attitudes must be carried out within institutional architectures that, by their nature, favor economization and scalability and are therefore structurally prone to cultural and linguistic singularity. This presentation will draw on a qualitative study involving twenty participants that tracks how teachers' labor, expertise and authority are retranslated and revalued as they move across national, linguistic, institutional and disciplinary domains. As teachers move, they continually retranslate curricular concepts and adapt varied disciplinary discourses and institutional practices from their transient educational and work trajectories into their pedagogical practices. The presentation will argue that greater attunement to the transience, precarity and adaptability that characterize much of the work of actually-existing composition education should inform how scholars and administrators reimagine the types of learning environments that will promote critical, cosmopolitan stances in composition education.

Working Towards Peace through Peace Education and Transnational Writing Education

Jimalee Sowell and Danning Liang, Indiana University of Pennsylvania

Numerous recent events and occurrences in Europe and the US as well as some other nations have been indicative of a resurgence of nationalism (Donahue, 2018; Elliott, 2016; Sabandze, 2010) or neo-nationalism and isolationist ideologies, which have at their center an us and them worldview (Anderson, 1991; Sabandze, 2010; Spencer & Wollman, 2002; You, 2018). To counter the effects of neo-nationalist ideologies and associated violence, teachers in the fields of English language education, applied linguistics, and composition can use their positions as leaders to help learners develop the tools for peacebuilding and respect for difference and diversity (Oxford et al., 2018; You, 2018). The frameworks of and philosophies of peace education and transnational writing education can be used to inform instruction. Although these frameworks and philosophies have been suggested for and enacted in the English language and composition classroom, no approach has yet focused on combing the philosophies of peace education and transnational writing education. This paper first introduces a framework for peace education and a framework for transnational writing education and explains their importance in the current political climate and the

ways in which their philosophies overlap. This paper then argues for the reasons these philosophies are important in working toward global citizenship. Finally, this paper offers practical suggestions and strategies for carrying out activities that combine peace education and transnational writing education in the language or composition classroom.

Writing Instruction Under a Fascist Colonial Regime: Evidence from a Korean Women's College During Japanese Occupation, 1936–1943

Nathan Tillman, University of Maryland, College Park

My paper explores how the writing education at Ewha College, Korea's first women's college, was silenced by the Japanese colonial regime and replaced by assimilationist imperial propaganda between 1936 and 1943. Drawing on school magazines and the accounts of two school presidents, Alice Appenzeller (in office 1922–1939) and 김활란 Kim Hwallan (in office 1939–1961), I argue that, under the fascist environment of the late Japanese colonial era, writing education – in the sense of equipping students with tools for critical thinking, ethical social engagement, and self-expression – was replaced by explicit training of students as pro-war and pro-Japanese propagandists.

Japan's occupation of Korea (1910–1945) imposed significant constraints on the writing and rhetorical education offered at Ewha. American missionaries founded the college in 1910, and they worked with Ewha graduates to publish the country's first women's magazine and form social organizations like the YWCA. However, as Japan instigated wars against China and the Allied powers beginning in 1937, Japanese rulers worked to isolate Koreans from non-Japanese influence by defining Americans and Christianity as enemies, and they converted Ewha from a college into a one-year propaganda training center. This paper is in conversation with scholarship on rhetorical education in schools and alternative sites in the US and abroad, but I argue that the unique environment of Japanese colonial fascism challenges our ideas of isolationism and nationalism. "Writing education" in this environment was leveraged by the state to further the erasure of Korean identity and promote imperial wars.

Steps Towards a Cosmopolitan Pedagogy of English: Linking Composition Classes with EFL Classes Overseas to Present Writing as an Act of Mediation

Massimo Verzella, Penn State Erie, The Behrend College

A cosmopolitan approach to language and writing education allows to move beyond the ideology of monolingualism and the one-on-one mapping of culture onto nation onto language. Writers who care to invite 'strangers' to the conversations they initiate need to conceptualize the English language as a flexible repertoire of resources that can be used in many different ways, depending on the rhetorical situation. More specifically, writers need to find a dynamic compromise between the desire to strengthen their bond with familiar

communities and the ethical imperative to reach out to the Other to extend the bonds of inclusivity. How we all negotiate our encounter with the Other is a weighty responsibility, and precisely what ethics is about.

One way to enact a cosmopolitan approach to language and writing education is to introduce students to the concepts of variation, codeshifting, and intralingual translation. To help students understand writing as an act of mediation and negotiation, I link my English composition classes with English as a foreign language (EFL) classes offered at universities overseas. The assignment is organized in the following way: My students write an idiomatic review (of a film, a game, a product, etc.) for a local/familiar audience. Then they send these reviews to English learners from different European countries, whose task is to read the reviews and highlight passages they cannot understand. Once my students receive the feedback from the English learners, they develop a new version of their review with the goal of inviting global users of English to the conversation they initiated.

Writing for Personal Change and Writing for Social Change: Peace-Building in Colombia among High School Students and Literary Writers

Kate Vieira, University of Wisconsin

In the aftermath of decades-long armed conflict in Colombia, the violence of which continues to reverberate in everyday lives, how do members of a community—including youth, teachers, and literary writers—experience and practice writing for peace? This talk, based on ethnographic fieldwork funded by Fulbright and ICETEX (a Colombian funding agency) addresses this question. In particular, the talk explores: a) how young people's writing uses testimonio and fantasy to negotiate the "past- and forward- looking" perspectives required for peace (Davies); and b) how literary writers use inventive publication practices to circulate their writing in ways that reaffirm community commitment to peace. These practices, I argue, have much to teach scholars of writing studies: First, they reveal how writing for personal healing (Pennebaker and Evans) and writing for social change (e.g. Fisher; Lorde) can interanimate each other, with implications for critical expressivist pedagogies. Second, they reveal how justice-minded community members can create and mobilize grassroots ideologies of literacy (e.g. Street), with implications for the social history of literacy. And finally, they offer one way to address the still pressing question posed by scholars of English studies and restorative justice (e.g. O'Reilly; Wagar; Winn): How might we teach such that people stop killing each other?

Maps within the Writing Classroom

Dhipinder Walia, Lehman College

Imani Peri writes, "If the purpose of maps is to draw our attention to one set of things rather than another, in metaphorical form of symbol or color or letters, to do something, then that something always has values and ethics attached to it, whether visible or

invisible.” If we imagine the writing classroom as a physical space with a set of longitudes and latitudes created by [past and present] colonial cartographers, how can we use critical pedagogy to remap the writing classroom so we are working outside of “racist logics” (Kynard).

As a composition instructor, I’m constantly working within this tension of working for a space that has been mapped out by colonists before me (which makes me then a tourist who will really never belong in the classroom or the institution) versus creating a space that I map out with students, meaning no classroom is the same, but meaning we work outside of “racist logics” (Kynard). I am interested in sharing two strategies of remapping during this talk: First, the use of the autoethnography as a writing assignment that calls for students to remap topics that may have appeared bound in unmovable coordinates. Second, the use of a course blog that extends beyond a semester. I purposefully keep my English 121 course blog live and accessible for all students, current, past, and future. It is my hope that these two interventions can help my students and I challenge the ideologies mapped in the classrooms we walk into such as “classrooms are open and inviting for all.” To that myth, remapping interventions respond: “Not as inviting as those who hold the maps would like us to believe.”

Strangers in a Strange Land: “The Foreign Student” at US Universities During the Cold War Era

Amy J. Wan, Queens College and the CUNY Graduate Center

In January 2019, an email by Director of Graduate Studies of the Biostatistics program at Duke University that reprimanded international students for speaking Chinese in the common areas of the program’s building went viral. The DGS warned students that their language practices might affect future research and internship opportunities (Blum). Such explicit hostility toward international students and their language practices in the US is not uncommon, and I believe that this viral moment exemplifies that long-held tensions between institutional efforts toward globalizing and these same institutional policies and practices that govern language use. This presentation will examine the logic behind such messages communicated to international students by situating these contemporary examples to a longer history of international students and anti-Asian sentiment in the United States. Even though strict national quotas around immigration were not lifted until the 1965 Hart-Cellar Act, a small number of international students still came to study in the United States after World War II. These students, particularly those from Asian countries, were constructed as “foreigners” entering a mostly white university space. I examine how their experiences were shaped both by a growing movement to use higher education to cultivate citizens who could participate in the post-war role of the US as a world power and by the persistent anti-Asian sentiment that has been woven into the the cultivation of American citizenship. And I argue that this mid-century expansion of higher education established many of the structures, assumptions, and beliefs about international students that continue to inform our policies today.

Beyond the Neoliberal Discourse of Difference in Writing Programs and Classrooms

Zhaozhe Wang, Purdue University

In this talk, I argue that to combat xenophobia and nationalism permeating through U.S. higher education, we as writing program administrators and teachers ought to revisit the notion and practice of difference in the neoliberal political climate that indirectly contributes to isolationism through the celebration of competitive self-interest. The conflict characterizing the notion and practice of difference in writing programs and classrooms is one between the neoliberal valorization and celebration of difference-as-resource and a reductive accommodationist programmatic and pedagogical approach that seems to undermine writers' rhetorical agency of doing difference. The prevailing programmatic and pedagogical perception and treatment of difference, I would like to point out, is a utilitarian response to a limited and limiting sociopolitical interpretation of it, which reinforces the static and categorical approach to difference and dismisses writers' emerging agency that enables them to transform difference. I begin with an elaboration on the conflict by situating it in the current institutional and programmatic context, in which student writers' difference represented by their identity and language is viewed as authoritative resource to the university but as constraints to writers themselves. Then, I discuss the notion of agency in relation to difference, specifically, the way in which we see students' doing difference as enabled by their emerging differences, and the way in which we understand programmatic and pedagogical practices that muffle writers' act of doing difference. Lastly, I propose programmatic and pedagogical solutions in response to the conflict.

Reframing Transnational Experiences: Writing Programs, International TAs, and Comparative Pedagogies

Sara Webb-Sunderhaus, Megan Schoettler, Hua Zhu, Miami University

This panel explores the experiences of international teaching assistants in a large, public composition program. Although international students are often discussed in undergraduate and ESL contexts (Morita, Pappamihiel, Ortmeier--Hooper), not until recently has WPA scholarship addressed the needs and contributions of international TAs (Ruecker et al). Building on previous scholarship, personal experience, and primary research, this panel will discuss international TAs from multiple perspectives. Speaker 1 contends that while scholarly attention to TAs' experiences and identities is undergoing a recent resurgence (Restaino, Dryer, Reid et al), representations of international TAs not only remain rare, but also are often from a deficit perspective. This speaker will argue that WPAs must embrace the strengths these TAs bring while considering how TAs' identities may shift as they navigate teaching in American writing classrooms. Focusing on the transnational experiences of TAs in US composition contexts, Speaker 2 will present results from interviews with a cohort of international TAs. This presentation will particularly parse out how these TAs' self-efficacy toward teaching fluctuates (Dembo and Gibson, Heppner, Schoettler and Saur) in transnational contexts. Drawing upon comparative

rhetoric scholarship (Hall and Ames, Friedman, Mao), speaker 3 proposes comparative pedagogies as a common topic, which can be enacted in various types of undergraduate classes, notably, in Advanced Composition, Business Writing, and Technical Communication. Comparative pedagogies, this speaker argues, allow international teachers to transform their experiences of border-crossing into powerful pedagogical heuristics.

Isolation or Integration: FYC Program Structures and International Students

Mohamed Yacoub, Indiana University of Pennsylvania

When it comes to FYC (First Year Composition) program structure, philosophies and practices vary. Some institutions integrate multilingual/international students and mainstream/domestic students in the same sections while others divide them claiming that multilingual students' needs should be addressed separately from those of domestic students (Leki & Silva, 2004; Matsuda, 2003). The call for division between multilingual and domestic students in FYC courses comes from the belief that multilingual students' writing (L2 writing) needs are different from those of the domestic students (Leki & Silva, 2004). The call for integration, on the other hand, comes from the belief that L2 writing is not a temporary phenomenon that can be dealt with by dividing those L2 students in sections of writing; L2 writing is a process that can take many years of undergraduate and graduate years (Ferris & Thaiss, 2011). L2 population is also diverse and it is not realistic to claim that a writing section or program can meet their diversified linguistic, cultural, and racial backgrounds because there is not such a one-size-fits-all policy or program that can respond to the needs of these students or meet all their expectations (Ferris & Thaiss, 2011). In this presentation, I report the findings of a study that interviewed four Muslim students, two took FYC courses in the separate sections and two took it in the integrated sections. The participants that chose the segregated section revealed anxiety and fear of taking it with American students. The students that decided to take it with American classmates revealed that it was not only good for them, but most importantly to their American classmates who got a chance to know who Muslims and what their struggles are. The presentation will share the stories of those students and invite isolationists to rethink their institutional policies when it comes to FYC program structures.

The Yin-Yang of Writing Education in Globalization

Xiaoye You, Pennsylvania State University

With the deepening processes of globalization, many parts of the world have witnessed a resurgence of nationalism coupled with racism and xenophobia. The subsequent political fallouts have devastated many writing scholars and teachers, compelling them to ask what they could do to cultivate responsible global citizens. I will first survey efforts made by scholars and teachers in rhetoric and composition in response to the increased human connection and interdependence in the world. Next, I will introduce the notion of transnational writing education promoted by some of us from composition studies, second language writing, and education in response to the ethical and political imperative of

educating our students as global citizens. Transnational writing education necessarily embraces such concepts as translinguism, transculturalism, and cosmopolitanism as its theoretical pillars. Translinguism refers to the fluid and artificial boundaries between languages and across modes of representation, boundaries that writers must negotiate and transform. Transculturalism refers to the process of *métissage* (mixing of peoples) as a distinctive character of a culture. While translinguism and transculturalism describe language and cultural practices people already engage in, cosmopolitanism underscores a cross-border disposition to be cultivated in teachers and students. I conclude by responding to criticisms raised by some for the notion of transnational writing education, such as criticisms for ignoring students' desires and expectations, for downplaying the importance of linguistic norms, for having little to say about writing pedagogy, and for creating jargons without new substance. I suggest that, as we study and teach writing in this increasingly interconnected world, Yin-Yang may be used as a heuristic for responding to these criticisms and for resolving disciplinary tensions felt by some scholars.